|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **First Colonial High School Learning Plan Template** | | | | |
| **Teacher:** | | | **Date:** | |
| **Unit 5: “A Firebell in the Night” – Antebellum America** | | | | |
| **Class: US-VA History** | | | | |
| **Materials: Promethean Board Textbooks Colored Pencils Video/DVD Highlighters**  **Post-it notes Art Supplies Maps/Atlases BYOD** | | | | |
|  | | **Learning Objectives of the VBCPS and Virginia Standards of Learning**:  **11.5.1  Summarize the debates regarding the nature of the union as a contributor to sectional tensions.  (VUS.6)**  South Carolina Exposition and Protest (Nullification)  Lincoln­-Douglas debates and issue of popular sovereignty, 1856  **11.5.2  Summarize the role of competing economic interests in the rise of sectional tensions (from 1820­ to 1860).  (VUS.6)**  transcontinental railroad route  tariff stances of agricultural and industrial interests  **11.5.3  Summarize the role of slavery in the rise of sectional tensions from 1820­1860.  (VUS.6)**  Abolitionist efforts ­ Frederick Douglass  (My Life as a Slave) ­ Sojourner Truth ­  Underground Railroads (Harriet Tubman) ­  *The Liberator* (William Lloyd Garrison)  Slave uprisings and reactions: ­ Gabriel Prosser, ­ Nat Turner, ­ Slave Codes ­  Fugitive Slave Act Dissent in Literature ­ Thoreau’s essay on *Civil Disobedience* *­Uncle Tom’s Cabin* (Harriet Beecher Stowe)  **11.5.4  Summarize the role of western expansion in the rise of sectional tensions from**  **1820­ - 1860. (VUS.6)**  Missouri Compromise of 1820  Compromise of 1850  Kansas­-Nebraska Act  **11.5.5  Describe the political, economic, and social causes of the Civil War.  (VUS.6, VUS.7)**  Political causes: ­  struggle for control of legislative and executive branches ­states rights v. supremacy of the Constitution ­  ineffective government leadership  Economic causes:  ­ industrial v. agricultural interests (“King Cotton”) ­  route of the transcontinental railroad ­ tariff issues  Social causes: ­  slavery ­  abolitionist movement | | |
|  | | | | |
| **Before** | **Learning Target** | “As a result of the lesson, what do you want students to know and be able to do? | | |
| **Anticipatory Set – Hook to Activate Prior Knowledge and Relate.** | Map Bellringer Video Clips Discussion Questions Creative Thinking?  Reading Quizzes Digital Survey Brainstorming Activities Think-Pair-Share  Other: | | |
| **During** | **Teaching** | **Instructional Input-**  Direct Instruction/Lecture Reading Activities  Stations Kinesthetic Learning Video Viewing Guides  **Modeling-**  Teacher Directed Demonstrations  **Questioning Strategies-**  Informal Entrance Tickets Digital Activities  Exit Slips Socratic Seminar Value Judgments/Debates | | **Checking for Understanding:**  Bellringer Activity  Exit Slips  Question & Answer  Discussion  Presentations |
| **Guided Practice: Teacher monitored practice on the part of students.** | Teacher-led Peer Review Student-led  Worksheets Performance Task Presentations | | |
| **After** | **Closure: Review and Refocus on major points of emphasis to cue students that the end of class period is near.** | Exit Tickets Quizzes/Tests Presentations  Digital Survey Review Questions | | |
| **Independent**  **Practice – Homework, Classwork, Group Activities.** |  | | |
|  | | | | |
| **Teacher Reflection** | | Data: What do formative assessments suggest about the success of the lesson?  **TalentEd Reflection**: As a result of the lesson, what did you want to students to know and be able to do?   1. How will you respond to or address the learners that mastered what you wanted students to know and be able to do at the end of the lesson? 2. How will you support the learners that did not master the objectives? | | |